

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ ЛУГАНСКОЙ НАРОДНОЙ  
РЕСПУБЛИКИ

ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
СРЕДНЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«РОВЕНЬКОВСКИЙ ТЕХНИКО-ЭКОНОМИЧЕСКИЙ КОЛЛЕДЖ»

## **Человек и окружающая среда**

Методическая разработка занятия  
по дисциплине  
« Английский язык по профессиональному  
направлению»  
преподавателя Белокур А.Ш.

## **Модуль 3**

### **Занятие 3.11**

#### **Тема: Человек и окружающая среда**

Цели: тренировать в употреблении новых слов;  
развивать навыки и умения чтения с целью нахождения определенной информации;  
развивать навыки и умения аудирования;  
развивать навыки и умения говорения;  
развивать логическое мышление, творческие способности, воображение;  
расширять знания студентов об экологии на нашей планете;  
воспитывать заботливое отношение к природе.

Оборудование: учебники, мультимедийная доска,  
презентация “ Man and the Environment”

#### **Ход занятия**

##### **I. Организационный момент Речевая зарядка ( slide 1)**

- ▣ - What is environment?
- ▣ - What is pollution?
- ▣ - What are common causes of damage?
- ▣ - Who are referred to as “ greens”?
- ▣ - What is the aim of “greens”?
- ▣ - What does acid rain contain?
- ▣ - What is global warming caused by?
- ▣ - What does the ozone layer stop?

##### **II. Основная часть занятия**

T.: We live on a wonderful planet. Earth is not our planet, it is our home. Look around nature surround us. It is very beautiful. What is our life without nature? I fully agree with Davies, the poet, who expressed his feelings in his poem “Nature” ( slide 2). I like it very much. Listen:

What is this life, if full of care  
 We’ve no time to stand and state,  
 No time to see when woods we pass  
 Where squirrels hide their nuts in grass  
 No time to see in broad daylight  
 Streams full of stars like skies at night.  
 A poor life this is, full of care,  
 We’ve no time to stand and state.

T.: Really, a poor life this is if we live outside of natural world. Yet, we are constantly destroying our home. Let’s speak about smaller brothers: plants and animals. Many of them are in danger. Why? What should we do?

#### 1. Контроль домашнего задания

Each student tells about one of the animals which may be extinct. While listening other students fill up the table ( slide 3).

| Name of animal or plant | Habitat | Causes of extinction | Solution of the problem |
|-------------------------|---------|----------------------|-------------------------|
| buffalo                 |         |                      |                         |
| panda                   |         |                      |                         |
| peacock                 |         |                      |                         |
| tree frog               |         |                      |                         |
| leopard                 |         |                      |                         |
| chameleon               |         |                      |                         |
| cheetah                 |         |                      |                         |
| elephant                |         |                      |                         |
| zebra                   |         |                      |                         |
| turtle                  |         |                      |                         |
| blue whale              |         |                      |                         |

T.: Imagine that you’re a member of a team that is working to save endangered species. Look over the chart you have filled up and number the animals in the order you will try to save them from 1 ( the most important species to save) to 10

( the least important) (slide 4).

Try to answer these questions:

What basis did you decide your ranking on?

Usefulness to humans?

Beauty?

Size?

Species that live in your country?

Why are most people more interested in saving larger, more beautiful animals than smaller, less beautiful ones?

## 2. Game

Activity “ The dead tree” ( slide 5)

T.: Look at this tree. Is it beautiful? Is it full of leaves? Does it give shelter or food to animals and birds? Can it give air?

Let's cure the tree which is the symbol of wildlife for us. Everybody can do something to help nature. Choose a “ leaf”, make up a sentence and stick this “ leaf” to the tree.

E.g. Break – As for me, I'll try not to break branches, bushes and flowers.

I think we have to recycle paper.

T.: Is the tree beautiful now? Who has cured it? Must we take care of nature? Do you agree, that you can help the world to be better and cleaner and safer?

## 3. Writing

Слайд 5 представляет различные знаки, запрещающие уничтожать природу, призывающие к ее охране. Студентам предлагается написать к данным знакам короткие предложения, начиная их словами Start ... or Stop ... . ( slide 6)

Writing

Write a sentence with Start ... or Stop ... for each signs, e.g.

SAVE THE WHALES

## 4. Reading

Text Holes in the sky ( slide 7)

This satellite photograph shows the hole in the ozone layer over Antarctica. The hole is pink and white on this computer photograph. The ozone layer stops some of the ultraviolet radiation from the sun. Ultraviolet radiation causes suntan. Too much ultraviolet radiation causes sunburn and skin cancer.

CFCs in the atmosphere have caused the hole. Scientists first discovered the hole in 1982, and it is getting bigger. Thirty per cent of CFCs come from aerosol cans,

thirty per cent from fridges and air –conditioning, and thirty-four per cent from the manufacture of some plastic products.

#### While-reading activity

- a) Underline all the words in the text that are used in our language.  
Include words which are nearly the same.
- b) Mark all the words that are difficult to understand or impossible to guess.

#### Post-reading activity

- c) Pair work: compare underlined words in pairs.
- d) Complete the gaps ( dum-di-dum) in these sentences with cause(s) or come(s) from (slide 8 ):  
Wool ( dum-di-dum) sheep.  
Dangerous driving ( dum-di-dum) accidents.  
CFCs ( dum-di-dum) aerosols.  
Lemonade ( dum-di-dum) hiccups.  
Ultraviolet radiation ( dum-di-dum) sunburn.  
Plastics ( dum-di-dum) oil.

#### 5. Listening (slide 9)

Студентам предлагается посмотреть видеоклип на песню Майкла Джексона “Earth Song”.

После просмотра предлагается высказать мнение о песне, о клипе.

III. Итог занятия. Homework: Project work: There are five continents on the Earth. Each group has to choose one continent and find out an information about ecological problems on this continent. Plan:

1. Short description of the continent
2. Ecological problems and examples
3. The most important problem

